Texas Education Agency
Standard Application System (SAS)

		CONTR	ard Application bystem (oA	<u> </u>		
	-2016 Put	olic C	harter School Program Star	t-Up G	rant	Cipro di Norda de Maria Maria Camarana
Program authority:	Public Law 107-110, Elementary and Secondary Education Act of					
	1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12			part		IOGA (ID here:
0	1; 1 exas Ed May 1, 2015					
Grant period:					Place d	ste stemp here.
Application deadline:			me, December 16, 2014			
Submittal	Four comple	ete copi	es of the application, three with original preferred), must be received no later than	the		55
Information:			e and date at this address:	110		
			ol Center, Division of Grants Administration	חר		
	Documen	it Oont	Texas Education Agency		r™ . Cg	5 2
			1701 North Congress Ave		1.0	8
			Austin, TX 78701-1494			
Contact information:	Arnoldo Alar	iz: Cha	rterSchools@tea.state.tx.us;			
Contact information.	(512) 463-95					
	(012) 400 80		edule #1—General Information			
		<u> </u>	COUIC WI CENERAL HITOIMBUOT			
Part 1: Applicant Inform	nation					
Organization name			County-District # Campus name/# 015907 Davis Middle School/		mendme	ent#
San Antonio ISD	ESC Re		015907 Davis Middle School/ US Congressional District #	DUN	C #	
Vendor ID # 74-6002167	20	gion #	TX-35		51631	NEW PORTS
Mailing address			City		State	ZIP Code
141 Lavaca Street			San Antonio		TX	78210
Primary Contact						
First name		M.I.	Last name	Title		
Matthew		J	Weber	Deputy S	superinte	endent
Telephone #			address	FAX#		
210554-2584		mweb	er1@salsd.net	1864 (804.0 <u>1.5%)</u>	<u> partera di </u>	
Secondary Contact				1		
First name		M.I.	Last name	Title		
John			Streichun	Director FAX #		
Telephone #		Email address streichun@saisd.net		210-228-3131		
210-554-2535		Aleman Aleman III	Hunt@Salsgirret	LIO LLO		
Part 2: Certification and						ad that the
I hereby certify that the in	nformation coi	ntained	in this application is, to the best of my kno	owieage, c	orrect a	na that the
organization named abor	ve nas autnori	that an	as its representative to obligate this orga y ensuing program and activity will be cor	inization in iducted in	a regair	nce with all
contractual agreement. I	ate laws and i	egulatio	ons, application guidelines and instruction	is, the gen	erai pro	visions and
assurances, debarment :	and suspension	on certif	ication, lobbying certification requirement	s, special į	orovisio	ns and
assurances, and the sch	edules attach	ed as a	pplicable. It is understood by the applic	ant that th	nis appl	ication
constitutes an offer an	d, if accepted	I by the	Agency or renegotiated to acceptance	e, will forn	n a binc	ling
agreement.						
Authorized Official:						
First name Title Sylvester Perez SuperIntendent						
Sylvester		Email a	Perez ddrops	FAX #	endent	
Telephone # 210-554-2584	contract the second contract the con-	A REAL PROPERTY AND ADDRESS.	@saisd.net		ASSESS:	
Signature (blue ink prefe		<u> </u>	Date signed	iliko jaroka Wali Mili Milika	ere e la	
/ /	/					
an a	T	gallejata	12/15/2014	51534 51534		
Only the legally responsible party	may sign this applica	itlon.	e en estre en se desent al l'infrancie d i ne particule de l'infrancia de la companya de la colonia de la colonia La companya de la companya de la companya de la companya de la colonia de la colonia de la colonia de la colonia	7∩	1_15_	101-013

Schedule #1—General Information(cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for the transmission ded Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule		Application Type		
#	Schedule Name	New	Amended	
1	General Information		\square	
2	Required Attachments and Provisions and Assurances		N/A	
4	Request for Amendment	N/A	\square	
5	Program Executive Summary			
6	Program Budget Summary			
7	Payroll Costs (6100)	See		
8	Professional and Contracted Services (6200)	Important		
9	Supplies and Materials (6300)	Note for		
10	Other Operating Costs (6400)	Competitive		
11	Capital Outlay (6600/15XX)	Grants*		
13	Needs Assessment			
14	Management Plan			
15	Project Evaluation	<u> </u>	<u> </u>	
16	Responses to Statutory Requirements		<u> </u>	
17	Responses to TEA Requirements		<u>_</u>	
18	Equitable Access and Participation			

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

For TEAU	Use Only
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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required:Attachneric

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

``	ation (attached to the back of	Name of Required Fiscal-Related Attachment
#	Applicant Type	
No f	iscal-related attachments are	required for this grant.
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	 A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus and a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521). A copy of the approved minutes from the local board of trustees meeting in
2	Board of Trustees Approval on or before December 15, 2014	 which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	 A narrative description on district letter signed by the superintendent which contains the following must be submitted: The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.

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exas	Education Agency	Standard Application System (SAS)
4	Federal Definition of a Public Charter School	A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See
		http://www.tea.state.tx.us/index4.aspx?id=25769806846.
5	Campus Charter information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the" Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846
		,我们是是一个人的,我们就是一个人的,我们就是一个人的,我们就是一个人的,我们就是一个人的人的人的人的人的人的人的人的人,我们就是一个人的人的人人的人 ,一个人

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

require a se	parate certification.
X	Acceptance and Compliance
	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
	I certify my acceptance of and compliance with the program guidelines for this grant.
	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
\boxtimes	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances Amendment # (for amendments only): County-district number or vendor ID: 015907 Part 3: Pr한다 소문하다는 Provisions and Assurances

Pan :	3. Prest to Previsions and Assurances
\boxtimes	l certify my acceptance of and compliance with all program-specific provisions and assurances listed below.
#	Drovision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that we so provides and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements. accommodates the minimum 15-digit account code mandated by the FASRG; generates information needed for PEIMS reporting; and ensures adequate accountability of state and federal funds. *If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to acceptable accounting system and training with these grant funds.
4.	The charter school will maintain clear documentation and data for the school and students served by the TEA; Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP
5.	The public charter school has on file a certificate of occupancy of the equivalent, for the instructional racinty. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will
6.	 According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition. A charter school means a public school that: In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. Provides a program of elementary or secondary education, or both. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. Does not charge tuition. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. Agrees to comply with the same federal and state audit requirements as do other elementary schools

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief of evilew of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District's Davis Middle School, located at 4702 E. Houston Street in San Antonio, Texas, is applying for the 2015-2016 Public Charter School Program Start-up (PCSP) grant to seek funding which will address the identified needs of increasing professional capacity and skill set of teachers, curriculum development, purchasing infrastructure such as furniture and equipment, and development of communication and outreach activities. Approved by the Board of Trustees on November 10, 2014 to convert the low performing school to a district charter under Senate Bill 2 provisions, Davis will operate as an open enrollment charter beginning with the 2015-2016 school year. The campus will serve approximately 535 students through implementation of single-gender instruction, project-based learning with a STEM (Science, Technology, Engineering & Math) focus, longer school days and accelerated learning. The grant will support Davis's goals of improving the learning environment and academics which aligns with the

The plan to convert Davis to a district charter originated at the district level in response to the continued low performance on the state's accountability rating system. For the last two years, the campus has received a rating of "Improvement Required" under the current State of Texas Assessment of Academic Readiness (STAAR) and, prior to transitioning to STAAR, the campus was rated "Academically Unacceptable" under the Texas Assessment of Knowledge and Skills (TAKS). It was apparent student achievement must improve significantly in all areas. Charged with this mission, district leadership determined that an emphasis on single-gender education, project-based learning, and STEM would serve as a springboard to inject enthusiasm and a focus on learning and teaching.

TEA's goal of expanding the number of high-quality charter schools.

Research over the last several decades has shown that there can be significant achievement gaps between boys and girls that may be attributed to social distractions amongst peers, varying degrees of attention by teachers based on gender, and the existence of sexist attitudes and behaviors among students and teachers alike. Implementation of single gender instruction should mitigate these issues and help increase student achievement, particularly in those core content areas with the largest gender gaps such as Math and Science.

Recognizing the importance of connecting students with 21st century skills that are increasingly relevant to how we live, work, learn, play, and create, campus and district level staff decided greater access to STEM education was critical for student success at Davis. In addition, a need existed to better prepare students for the STEM programs at the feeder pattern high school. Research suggests STEM education helps students develop their problem-solving and logical-thinking skills. Under the charter, students will be engaged in a variety of STEM-related topics throughout the school year with culminating project presentations in the fall and spring semesters. Throughout the STEM learning, students will undertake tasks that establish a context for application such as: a real-world goal; a meaningful role for the student; authentic or simulated audience; a contextualized situation that involves real-world application; student-generated culminating products; and the performance standards criteria for judging success. Students will also be encouraged to continue their education in STEM career fields once they enter high school.

In developing a budget for this grant program, a Charter Committee was formed and tasked with reviewing the charter components and developing a needs assessment to guide decisions on how grant funds would best be used. The Committee, comprised of campus-level and district-level staff, met several times in which five priority needs were identified and used to determine budget parameters. Committee members researched possible expenses relating to professional development, curriculum, furniture, technology, materials, and supplies in order to determine budgetary needs. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

Both faculty and student demographics also suggested a need to convert Davis Middle School from a low-performing campus to a high quality charter school. Of the currently enrolled students at Davis, 78% are considered At-Risk followed by 13% English Language Learners and 16% Special Education. Current faculty include: 28% first and second-year teachers and 13% with a Master's degree. Given such student/teacher demographics, the need for high quality charter school expansion by means of start-up funding would support the goals and purposes of this grant.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Rrows brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, which size no smaller than 10 point Arial.

Davis uses a Comprehensive Needs Assessment (CNA) to guide campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators. The CNA is developed by the Campus Leadership Team (CLT), a campus-level committee comprised of the campus principal, district personnel, and community stakeholders who serve in an advisory role in terms of budgeting, planning, staffing, and curriculum. The CLT reviews data regarding campus demographics, student achievement, school climate, staff, student retention, curriculum, community involvement, technology, and school organization. A critical component of the CNA includes the allocation of resources to project costs associated with the strategies/ activities to determine the costs associated with the total performance objectives outlined in the assessment.

The CNA is systematically monitored throughout the year by the CLT to ensure the assessment's implementation progress, determine if the plan is both realistic in its projected expectation and sufficiently supported; and celebrate successes and use evidence of completion of strategies/ activities to further refine performance objectives and goals to justify future support of resources. Furthermore, the CNA is reviewed at the district level by the Accountability, Testing, Research, and Evaluation Department whose mission is to integrate survey research, program evaluation, data dissemination, and accountability-related services to help guide academic instruction, data management and administrative decision-making.

The management plan includes an organizational structure, milestones for accomplishing major objectives and the use of a balanced scorecard to keep the project on task. The management team is comprised of individuals with many years of experience in school leadership and project management. The principal of the campus will direct and manage the overall implementation of the grant project ensuring that the revised instructional programs are effective and promote increased academic achievement as intended. The principal will appoint a non-teaching professional to serve as the Grant Manager responsible for the day to day operations of the project. The Grant Manager will work closely with the Charter Committee and external consultants to ensure all project activities are implemented in a timely manner. District business services will be used for financial administration including accounting, payroll, purchasing, information technology and information services. They will ensure that all necessary financial support and enabling technology are available to Davis. Control of Public Charter School Start-Up grant funds will remain at the campus level.

Davis will utilize a balanced scorecard to ensure the program is progressing and attaining the goals set forth in the grant application. The balanced scorecard is a process by which the implementing campus can report on key grant program milestones including financial progress, programmatic progress and discuss any obstacles they are facing in implementing the program.

The grant application is comprehensively presented and addresses all statutory requirements including the relationship between Davis and SAISD, the continued funding commitment of SAISD, school district waivers, use of grant funds, the compliance with the Individuals with Disabilities Act, the educational program, school management, performance measures, community involvement and outreach, the charter authorization and revocation process, campus governance, commitment to an independent audit, and the flow of federal funds. The district charter will be permitted to govern autonomously above and beyond the degree and autonomy afforded to traditional campuses within the SAISD.

SAISD's Office of Research & Evaluation uses a combination of methods and analyses to project future students by grade. The process involves a Cohort Ratio Model, input from various District Offices, i.e. Facility Services, Principal feedback, and a Projections Review Committee. SAISD enrollment projections are updated annually and current numbers were used to complete responses to TEA program requirements.

The Board of Trustees will continue to support the school by adopting an annual operating budget and provide the additional funding necessary to maintain the extended school day, the extended teacher contracts, and additional human resource elements of the charter. The SAISD is committed to the goal of Davis becoming a high-quality charter by providing the additional resources needed to improve the academic outcomes of its students.

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Schedule #6—Program Budget Summary					
_ுவாty-district	number or vendor ID: 015907		Amendr	nent # (for amendme	ents only):
Program author	rity: Public Law 107-110, Title V, Part E	3, Subpart	1, NCLB, and TEC	Chapter 12	
Grant period: M	1ay 1, 2015, to July 29, 2016		Fund code: 258		
Budget Summ	ary				
Schedule #	Title	Class/ Object Code	<u>Planning:</u> Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$64,713	\$64,713
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$71,000	\$71,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$577,287	\$577,287
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$87,000	\$87,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0
Grand total of	budgeted costs (add all entries in each	column):	\$0	\$800,000	\$800,000

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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xas	Education	n Agency				апоаго Аррисанс	ni System (SAS
		<u>Sch</u>	<u>edule #7Pa</u>	yroll Costs (6			Particular services
Соц	ntv-distri	ct number or vendor ID: 015907			Amendmen	t # (for amendme	nts only):
# * *	, Y.	ployee Position Title	Estimated # of Positions 100% Grant Funded	Positions <100% Grant Funded	Planning Costs	Implementa- tion Costs	TOTAL Payroll Budgeted
Aca	idemic/lr	nstructional			000 (000 (000 (000 (000 (000 (000 (000		
1	Teache	r.			\$	\$	\$
2		onal aide			\$	\$	\$
3	Tutor				\$	\$	\$
Pro	gram Ma	anagement and Administration	ren mediki persila Maria dan kanan				
4		director			\$	\$	\$
5		coordinator			\$	\$	\$
6		r facilitator			\$	\$	\$
7		er supervisor			\$	\$	\$
8	Secreta	ary/administrative assistant			\$	\$	\$
9		ntry clerk			\$	\$	\$
10	Grant a	ccountant/bookkeeper			\$	\$	\$
11					\$	\$	\$
Aω	xiliary						
12	Counse	elor			\$	\$	\$
13	Social				\$	\$	\$
14	Comm	unity liaison/parent coordinator			\$	\$	\$
Oth		oyee Positions					
15	Title				\$	\$	\$
16	Title				\$	\$	\$
17	Title				\$	\$	\$
18			Subtotal en	ployee costs:	\$	\$	\$
	bstitute.	Extra-Duty Pay, Benefits Cost	s				
19	6112	Substitute pay			\$0	\$3,000	\$3,000
20	6119 Professional staff extra-duty pay			\$0	\$53,000	\$53,000	
<u>20</u> 21	6121 Support staff extra-duty pay			\$0	\$0	\$0	
22	6140 Employee benefits			\$0	\$8,713	\$8,713	
23	61XX	Tuition remission (IHEs only)			\$0	\$0	\$0
24	·		te, extra-duty,	benefits costs	\$0	\$64,713	\$64,713
25	Grand total (Subtotal employee costs plus subtotal substitute.			\$0	\$64,713	\$64,713	

extra-duty, benefits costs): \$0 \$64,713 \$64,713

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

xas l	Education Agency				
	Schedule #8—Professional and Con				
County-district number or vendor ID: 015907 Amendment # (for amendments only):					nly):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source					ole-source
provi	iders. TEA's approval of such grant applications does not conti	รักเบล approval	of a sole-sou	irce provider.	
2.04	Expense Item Description		Planning	Implemen- tation	TOTAL Budgeted
6269	1 Spacify Burnase:		\$		\$
	Contracted publication and printing costs (specific approve	al required	\$	\$	\$
6299			Ψ	Ψ	Ψ
	Specify purpose:	sato roquision			
- 8	a. Subtotal of professional and contracted services (6200) co	osis requiring	\$0	\$50,000	\$50,000
	specific approval:		l Subgrante		
	Professional Services, Contracted			Implemen-	TOTAL
#	Description of Service and Purpose Check If Subgrant		Planning	tation	Budgeted
1	Contracted Services - Project-Based Learning		\$0	\$15,000	\$15,000
2	Contracted Services – Single-Gender Instruction		\$0	\$10,000	\$10,000
3	Contracted Services – Professional Learning Communities		\$0	\$10,000	\$10,000
4	Contracted Services – Website Development		\$0	\$15,000	\$15,000
5			<u> </u>	<u> </u>	
6				ļ	<u> </u>
7			\$	\$	\$
8		<u> </u>	\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$ \$	\$
12			\$	\$	\$
13			\$	\$	\$
14			+ 3		
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: \$20,000 \$20,0					\$20,000
a. Subtotal of professional and contracted services requiring specific \$0 \$50,000			\$50,000	\$50,000	
<u> </u>	approval:	subgrants:	\$0	\$20,000	\$20,000
c. Remaining 6200—Professional services, contracted services, or \$0 \$1,000 \$1,00			\$1,000		
	subgrants that do not require specific approval:				

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

(Sum of lines a, b, and c) Grand total

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\$71,000

\$71,000

\$0

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Expense near Description

		Te	chnology Hardware—	Not Capitaliz	ed			
	#	Туре	Purpose	Quantity	Unit Cost	Planning	Implemen- tation	TOTAL Amount Budgeted
	1	Laptop	Instructional / Professional Development	300	\$839			
	2	Tablet	Instructional	90	\$435			
	3	Laptop Storage Carts	Storing and Recharging of Laptops	10	\$2,549			
6399	4	Tablet Storage Carts	Storing and Recharging of Tablets	3	\$1,586			
 	5	Wireless Module Router	Interconnectivity of Technology	3	\$70	\$0	\$346,018	\$346,018
	6	Printer	Instructional	7	\$2,500		1	
	7	Projector	Instructional / Professional Development	7	\$1,000			
	8	Monitors	Communication / Improve School Climate	10	\$1,000			
	9				\$			
	10				\$			
6399	Te	chnology soft	ware Not capitalized			\$0	\$5,000	\$5,000
6399	Su	pplies and m	aterials associated with	advisory cou	ncil or committee	\$0	\$0	\$0
	·		otal supplies and materi			\$0	\$351,018	\$351,018
	Remaining 6300—Supplies and materials that do not require specific approval: \$0 \$226,269 \$226,269					\$226,269		
					Grand total:	\$0	\$577,287	\$577,287

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6	<u> </u>		Participation of the second		
County	County-District Number or Vendor ID: 015907 Amendment number (for amendments only):					
	Expense Item Description #	Planning	Implemen- tation	TOTAL Budgeted		
	Out-of-state travel for employees (includes registration fees)	\$0	\$20,000	\$20,000		
6411	Specify purpose: STEM/PBL Conferences	ΨΟ	Ψ20,000	Ψ20,000		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$		
	Specify purpose:					
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$		
	Specify purpose:					
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$		
	Specify purpose:					
6411/	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	(6411); superintendents (6411); registration fees \$		\$		
6419	6419 Specify purpose:					
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$		
6490	Indemnification compensation for loss or damage	\$	\$	\$		
6490	Advisory council/committee travel or other expenses	\$	\$	\$		
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$		
	Specify name and purpose of organization:					
Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$	\$	\$		
	Specify purpose:			<u> </u>		
	Subtotal other operating costs requiring specific approval:	\$0	\$20,000	\$20,000		
	Remaining 6400—Other operating costs that do not require specific approval:	\$0	\$67,000	\$67,000		
	Grand total:	\$0	\$87,000	\$87,000		

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See <u>TEA Guidelines Related to Specific Costs</u> for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration <u>Grant Management Resources</u> page.

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Schedule #13-Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe you needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Comprehensive Needs Assessment (CNA) is the centerpiece of the planning process, identifying educational strengths and areas of need and revealing future priorities and areas of focus. The process begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data-driven CNA using a standardized process aligned to the Texas Accountability Intervention System and the requirements of the Elementary and Secondary Education Act and No Child Left Behind. The CNA examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced in the CNA must be fully addressed in the TAIS School Improvement Plan and are used to justify budget projections. The standardized CNA process consists of four stages:

Stage I: Planning (New CNA). Campus staff discuss what they want their campus to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA are reviewed and short and long-term timelines are established for the process. Next, committees are established for each CNA focus area (demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology) and community members, parents and/or business partners with relevant expertise are invited to participate. Each committee receives data, information and reports relevant to their charge. Pre-prepared outlines are used to guide each committee in using these data elements to complete a root cause analysis. With support from school staff, the committees examine multiple sources of disaggregated data, determine areas of priority, summarize needs, and develop a vision for reform that will foster success for all students. The completed CNA also is used to guide development of or revisions to the School Improvement Plan.

Stage II: Reviewing (Existing CNA). Previously appointed committee members meet to review and analyze existing CNA from prior school year and compare findings to current data. Responses to focus area questions are completed or updated as needed. New or continuing needs are identified as well as strategies to close the achievement gap among student subgroups, ensuring that every student receives a quality education.

Stage III: Completing the Executive Summary. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

Stage IV: CNA Completed. The complete CNA is compiled and forwarded to SAISD's Federal Programs Department. The CNA process prioritizes the TAIS Critical Success Factors (CSF), including: improving academic performance, increasing the use of data to drive instruction, increasing leadership effectiveness, increasing learning time, increasing family and community engagement, improving school climate, and improving teacher quality.

In preparing for the proposed grant program, a two-step review process was completed: 1) used Davis's CNA to determine CSF status; and, 2) evaluated the purpose of the grant program, comparing impact to Davis's unmet needs under the approved charter. Emphasis was placed on facilitating academic improvement through the integration of single-gender instruction, project-based learning and STEM. Key recommendations were: a) professional development on the new instructional model, b) curriculum development, and c) equipment and materials for successful implementation.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs we in the end of the provided of the p

#	Identified Need	How implemented Grant Program Would Address
1.	To increase the professional capacity and skill set of teachers to effectively instruct students	-External agencies will be contracted to provide extensive professional development to address the following areas: - Single Gender Instruction - Project Based Learning - STEM (Science, Technology, Engineering, and Math) - Differentiated Instruction - Classroom Management - Planning for Instruction - Professional Learning Communities - SIOP Strategies - Robotics -Provide extra duty pay for staff training outside of contract -Provide additional funds for travel to conferences and model site visits in and out of the state
2.	Develop curriculum to address interdisciplinary connections to PBL learning objectives and STEM integration in all core content areas	-Purchase and/or contract external consultants to support the development of curriculum for STEM -Purchase and/or contract external consultant to support the development of curriculum for interdisciplinary project based learning -Provide extra duty pay for staff to develop curriculum for interdisciplinary project based learning outside of contract hours
3.	To purchase necessary furniture and equipment to fully implement and support the integration of STEM and project-based learning in all core content areas	-Purchase the necessary furniture and equipment to enhance three existing technology labs -Purchase supplemental equipment and furniture for core classes designed to support project based learning and 21st century skills
4.	The development of a teacher learning center for professional learning, coaching, and model teaching to ensure the implementation of the practices necessary to achieve the mission and goals of the charter	-Purchase books to establish a professional learning library to include resources for effective teaching practices, project-based learning, STEM, and single gender instruction -Purchase furniture and equipment to develop a model teaching lab for instructional practice

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Schedule #14—Management Plan

County-district number or vendor ID: 015907

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, expense is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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#	Titie	Desired Qualifications, Experience, Certifications
1.	Principal	Direct and manage the overall implementation of the PCS Start Up Grant. Will ensure revised instructional programs are effective and promote increased academic achievement as intended. Will oversee compliance of project implementation with SAISD policies and priorities. Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background. Master's degree and Texas Standard Principal or Mid-Management Certification.
2.	Grant Manager	A professional that has knowledge of technology and instructional practices. Requires bachelor's degree, teacher certification and organizational skills. Coordinates with the charter design committee and will oversee the day to day operations of grant implementation. A grant funded stipend will be given for the added responsibilities.
3.	Charter Committee	Comprised of professional campus-level and district level staff. Will collectively work with Grant Manager and Principal on project management to include program design and selection of goods and services for purchase and monitoring of implementation.
4.	External Consultants	Various experts in single-gender instruction, project based learning, and computer science. Will assist with the design and implementation of training and the development of curriculum.
5.	District Business Services	Will be used for financial administration including accounting, payroll, purchasing, information technology and information services. Will ensure all necessary financial support and enabling technology are available.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
	By June 30, 2016, 100% of educators will implement	1.	Identify and contract with external consultants to design training, schedule training, and publish professional development calendar for the year.	05/01/2015	06/30/2015
	effective practices of single-gender	2.	Develop an assessment of effective practices with contracted consultants.	08/01/2015	10/31/2015
	instruction, project	3.	Provide initial training to staff.	07/20/2015	8/30/2015
1.	based learning, and STEM as	4.	Monitor and provide follow-up training to adjust practices each quarter throughout the year.	8/24/2015	6/10/2016
	evidenced by a rating of proficient on a locally developed assessment.	5.	Assess effectiveness of implementation of training, reflect and redesign professional development plan for 2016-2017 to ensure continued training of current staff and new staff.	08/24/2015	6/10/2016
	By June 10, 2016, 80% of students	1.	Identify a curriculum to purchase or develop to embed STEM in core areas.	5/1/2015	8/23/2015
	will demonstrate increased	2.	Provide training to all professional staff in STEM skills and concepts as well as career opportunities.	7/20/2015	6/10/2016
2.	awareness of opportunities in STEM as	3.	Furniture purchase which will be designed to increase collaboration, accommodate different learning styles and integrate technology.	5/1/2015	8/1/2015
	evidenced by a pre and post	4.	Purchase equipment and technology to support STEM activities.	5/1/2015	8/1/2015
	assessment provided to students at the	5.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3 Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a describe the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD uses Balanced Scorecard methodology to monitor annual attainment of goals and objectives of grant programs. The District developed the Balance Scorecard to answer key questions regarding the impact of instructional programs and services for students, teachers, leaders and administrators. The components of the Scorecards can be individualized and the content continuously updated to document program operations, changes and results over time. A common format is used, as follows. I. Knowledge: overarching goals; changes or adjustments during the course of the program or activity; compliance with rules and regulations; critical thinking and creative approaches beyond standard implementation; challenges to implementation; and methods of supporting sustainability. II. Budget: alignment of activities with expenditures; budget change requests; timelines; budget reports; and, budget monitoring. III. Documentation and Communication: required reports and deadlines; methods of communicating, teaching or sharing information with administrators, teachers, parents, students, or community members; use of verbal and written communication methods and technology to inform target audiences and support varied learning styles for optimal retention. IV. Evaluation: project outcomes; tools or methodology for evaluating impact; target objectives or activities; assessment methods to verify results; and, target audience or targeted participants. V. Collaboration: key stakeholders; resources; and, accomplishments. Quarterly Balanced Scorecard reviews are conducted by responsible parties (i.e., Principals, Department Heads, grant managers, campus leadership teams) to ensure timely adjustments are made and planned outcomes are achieved. Activities, progress, student achievement and changes to operational procedures are communicated to staff, teachers, campus leaders, students, parents and community members. Communication methods are modified for internal and external audiences, e.g., message boards on the SAISD Intranet for staff vs. postings on the main SAISD website for students, parents and community members. Communication samples are kept on file to document information dissemination efforts regarding program growth, adjustments, etc. Primary vehicles include: newsletters, letters or articles; school morning announcements; media announcements or articles in newspapers; bulletin boards; and meeting notices, agendas and meeting minutes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Davis is operating within a state and District-approved Campus Improvement Plan that contains multiple strategies designed to enhance instructional processes, improve student achievement and improve school climate. This framework and the value of the encompassed investments will establish a strong foundation for the implementation of the planned project. Key supportive strategies are: tracking student's progress with documentation in student created portfolios; participation in District staff development such as Lead4ward, AVID, SIOP; integration of kinesthetic activities with science instruction; building a sustainable Professional Learning Community; and utilizing the Positive Behavior Intervention and Supports (PBIS) program to improve school climate.

Ensuring coordination and alignment of all school initiatives and maintaining continuous buy-in by teachers and campus staff will be the responsibility of the Charter Committee, led by the Principal. During monthly meetings, the Committee will review data regarding charter implementation and student achievement using a rubric of project outcomes. A continuous improvement framework will enable rapid problem identification and remediation, e.g., instances when multiple initiatives become conflicting rather than aligned. Key questions will frame the Committee's work, i.e., the effects of professional development on student achievement, and the Committee will be make rapid cycle changes as needed to ensure the planned project meets or exceeds expectations.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program across strategies, including the indicators of program across strategies, which are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment							
	Assessment results of single-	1.	Improved Academic Performance						
_	gender and project-based	2.	Improved Teacher Quality						
1.	learning instructional practices.	3.							
	Assessment results of STEM	1.	Improved Academic Performance						
2.	instruction.	2.	Improved Teacher Quality						
		3.							
	Pre/Post results of STEM	1.	Improved School Climate						
3.	awareness survey.	2.	Improved Family and Community Engagement						
		3.							
	Number of students	1.	Improve Academic Performance						
_	participating in project events.	2.	Improve School Climate						
4.	Feedback on student project	3.	Improve Family and Community Engagement						
	presentations.								
	Improvement in student	1.	Improved Academic Performance						
5.	performance on 9 week grades	2.							
	and annual state assessment.	3.	The collection data that are included in the						

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the program activities are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows.

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The campus CNA will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by Principals, school leaders and the Grant Program Support Team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. Davis staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

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Amendment # (for amendments only):

public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Davis will continue to operate under the legal auspices of the Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves the autonomy granted, and safeguards student and public interests.

Approval of Davis's charter application by the Board also formalized a performance contract between the Board and the campus. The application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation by the Board.

The Board of Trustees will ensure that the Davis meets academic goals and adheres to policies and guidelines set forth in this charter.

Specifically, the Board of Trustees is charged with the following responsibilities:

- Adopting goals and objectives for the District
- Reviewing and acting on policies
- Adopting an annual budget and setting the tax rate
- Electing school personnel as recommended by the superintendent
- Reporting to the public on the District's progress

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public cheeping agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Davis Middle School has been operating as a neighborhood school within the San Antonio Independent School District (SAISD) since 1992. As the charter authorizer, the Board of Trustees will continue to support the school by adopting an annual operating budget, as it does for all SAISD schools, with funding derived from the School Foundation Program, local property taxes and Federal programs. They are also committed to providing the additional funding necessary to maintain the extended school day and the extended teacher contract elements of the charter as well as additional human resources needed for project-based learning facilitation and STEM integration.

Annually the SAISD will determine eligibility and allocation of federal funds including IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

The charter will maintain a close working financial and operational relationship with the district. The school anticipates a long-term commitment to grant seeking and fundraising to bring supplemental programs to students, but will be able to sustain many of its core operations without these additional resources.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant proposes are requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees approved waivers from school district and state policy needed for the successful operation of the Davis charter. The list of requested waivers was developed using a combination of recommendations on "standard waivers" provided by the Director of Policy and Procedures, consultation with the San Antonio Teacher Alliance, and a review of all local, state and Federal policies. All waivers listed below requested by the school and district staff, have been granted through the approval of the charter application.

- 1. Student Schedule. The student school day will be extended by 30 minutes per day, four days per week. This modification will then allow for the early release of students one day a week so that teachers may participate in professional development and collaboration for a dedicated period of two hours each week. This time will be dedicated to activities such as team meetings, data analysis, lesson planning, or professional learning.
- 2. Employee Extended Workday. The teacher workday will be extended beyond the maximum allowable 7.5 hours per day. The extended work day is needed to accommodate the extended school day and dedicated period for professional development and collaboration one day a week, both described above.
- 3. Employee Additional Contract Days. Teacher contracts will be extended by 15 days for employment at Davis, 10 days at the start of the work year and 5 days at the end of the work year. Modification of "official salary schedules" is needed for planning, collaboration, and professional development essential to the success of the charter.
- 4. After-School Meetings. Local policy regarding the limitation on the number and length of after-school meetings was waived to allow the campus principal greater flexibility with conducting after-school meetings.
- 5. Lesson Plans. The principal will be given the flexibility to implement cohesive lesson plan formats that align with campus instructional objectives. The charter will be exempt from SAISD Administrative Procedure requiring teachers to only prepare a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period or topic.
- **6. Attendance for Professional Development.** Staff will receive comprehensive professional development on project-based learning, single-gender instruction, and other topics that will be vital to the success of the charter school. The professional development will occur before the start of the school year and after the school year. The SAISD is committed to compensating staff for these extra days. If any employees are unable to attend the required professional development, they may be required to attend make-up sessions after regular work hours or on a Saturday.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for . using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds being requested in support of the project purpose, goals and objectives fall into five categories:

- External consultants to design professional development and educate campus staff on single-gender instruction, project based learning, STEM, differentiated instruction, classroom management, planning for instruction, professional learning communities, SIOP, and Robotics
- Development of a teacher learning center for professional development, coaching, and model teaching
- Curriculum development for address interdisciplinary connections to project-based learning objectives and STEM integration in all core content areas
- Furniture, technology, and supplies and materials in order to fully implement and support integration of STEM and project-based learning in core courses
- Development of communication and outreach activities to increase awareness of program components, expectations, and student recruitment

Grant and other Federal funds will be used for a variety of professional development opportunities throughout the year including a ten-day institute at the beginning of the school year for learning about single-gender instruction, STEM, project-based learning, educational technology tools, criterion-based rubric evaluation and design, and cross-curricular STEM integration and implementation. External consultants with expertise in these areas will be contracted to assist the Charter Committee with training design and delivery of professional development. On-going training in a variety of formats, i.e. face-to-face, webinars, and trainer-of-trainers model, will be delivered in a new teacher resource room created with grant funds. The room will serve as a model classroom to allow for co-teaching and the modeling of best practices. The room will be furnished similar to enhanced STEM labs and will include adjustable desks, stools, and technology in addition to books and DVDs. Teacher representatives will also attend STEM conferences at various times throughout the year to extend their learning.

Funds will be used to purchase a STEM curriculum with a focus on 21st century skills and authentic situations in specific careers and industry. The curriculum will use strategies that include project-based learning, literacy tasks, performance tasks and criterion-based rubrics. Three designated technology labs will be enhanced to successfully support STEM. Grant funds will be purchase laptops, tablets, collaborative display screens, printers, storage carts, software, stools, and adjustable/rolling desks. The campus will ensure that maintenance and support are written within the Campus Improvement Plan for program sustainability.

Project-based learning processes will be integrated into all core content areas that will require students to plan, design, and construct all projects during and after class. Grant funds will be used to purchase laptops and storage carts for core areas and necessary supplies and materials. These tools will equip students to think more critically, creatively, and innovatively. During the planning and implementation phase of the project, teachers will participate in curriculum mapping and professional development planning, and be compensated with extra duty pay for work outside their contract.

Various outreach and orientation events will occur during the planning phase. Grant funds will be used to compensate teachers with extra duty pay for assisting with these functions as well as refreshments and supplies to encourage parent and community participation. Digital monitors will be purchased and placed in common areas at the campus to be used to display student's work and serve as a communication mechanism. Additional funds will be used for recruitment purposes which may include brochures, banners, posters, and mailings. The school's website will be re-developed and grant funds will be used to contract for this purpose.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in the school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Special Education is an integral part of the total educational program, which assures all students a free appropriate public education. This inclusive philosophy endorses the concepts that:

- Students with disabilities will be educated with their non-disabled peers to the greatest extent possible within the least restrictive environment
- All students, regardless of disabilities will be provided access to the general curriculum in accordance to their individual needs.

Response to Intervention (RtI) will serve as the proactive, problem-solving process that will be used for all students in order to consider for any assistance, support service or educational program. Identification for special education services may only be sought with documentation that low achievement is not due to lack of appropriate instruction/intervention in reading, mathematics, or behavior. Special and general education work collaboratively so more students can achieve academic progress in general education.

Differentiated instruction, coupled with learning walks and department/team/grade level instructional meetings are additional components that will further ensure Rtl success. Curriculum guides will target instruction for all students through implementation of written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade. Research based interventions are implemented and monitored for frequent measurement of student progress and academic performance that evaluates the effectiveness of instruction.

A Response to Intervention Team will be organized and utilized at the campus depending on student needs. The team will consist of the Rtl Coordinator, an administrator, referring/general education teacher, diagnostician/LSSP, the student's parent/legal guardian, student as appropriate, and other professionals whose expertise/knowledge will contribute to the decision-making process (counselor, nurse, and/or representatives(s) from areas that may render additional assistance, such as bilingual/ESL, Section 504, etc.) The specific members will vary depending upon the nature of the student's problem. The Rtl Coordinator shall chair and organize meetings of the team. Other campus administrator(s) may assist as needed. The role of the team is to meet on a regularly scheduled basis, provide support to teachers who request assistance, clarify and prioritize issues or concerns, provide strategies or interventions for academic and behavioral issues, evaluate progress, and make decisions and recommendations based on data. Rtl Team members should demonstrate a commitment to district and school's instructional goals and programs, willingness to accept responsibility for at-risk students' progress, knowledge of multiple teaching strategies and interventions, experience in interpreting data, and ability to maintain confidentiality. The campus principal shall ensure that the Rtl Coordinator and campus teachers receive annual training on the Rtl process and the correct guidelines and procedures.

An Individualized Education Program (IEP) will be developed for each identified special education student. The teacher of record in coordination with the Special Education Department will work closely with parents to keep them informed of their child's progress and suggest techniques to promote learning at home.

Appropriate curriculum modifications will be provided for any student with disabilities whose individual needs cannot be met through the state required curriculum elements. Instructional services will be provided which allows for learning in an environment that is most appropriate and least restrictive to meet the student's needs.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The educational program to be implemented at Davis is designed at improving academic achievement for all students in grades 6 through 8 through an innovative learning environment. Davis will adopt a STEM focus and implement single-gender instruction, project-based learning, longer school days and accelerated learning.

Single-gender instruction will be implemented in english, math, science and social studies, as well as during lunch periods and in some elective courses. Backed by research showing the benefits of single-gender education, this approach will be used in the sixth and seventh grades. During those two years, the single gender environment will give students the time and space needed to develop positive self-esteem and a sense of self identity. The students will take mixed gender classes in the eighth grade and will prepare for this transition in the earlier grades by participating in activities and events where boys and girls comingle.

The STEM education curriculum will have a focus on 21st Century skills with authentic situations in specific careers and industry. The units of study are TEKS-based and designed around a cross-curricular integration methodology in science, mathematics, and reading/language arts core subjects. The curriculum has practical application of educational concepts within an industry and/or organization context. The curriculum uses STEM educational strategies that include project-based learning, literacy tasks (research and forms of writing: argumentative, informative and constructed response), performance tasks (culminating projects), and criterion-based rubrics that define the performance standards to evaluate student work. The intended outcome of the curriculum is to teach student expectations while applying the knowledge and skills within and across subject areas and consequently bring depth to the learning process with increased critical thinking, creative problem-solving, collaboration, communication and use of technology that are all vital in 21st Century education. The curriculum utilizes the research-based frameworks of Understanding by Design (UbD) for improving student achievement through standards-driven curriculum development, instructional design, assessment and professional development.

STEM education classrooms will require that students be engaged in a variety of STEM-related topics throughout the school year with culminating project presentations in the fall and spring semesters. Throughout the STEM learning, students will undertake tasks that establish a context for application such as: 1) a real-world goal; 2) a meaningful role for the student; 3) authentic or simulated audience; 4) a contextualized situation that involves real-world application; 5) student-generated culminating products; and 6) the performance standards criteria for judging success. Core content curriculum will be compacted to embed student STEM projects as part of the overall instructional framework and TEKS instruction. Students will be expected to plan, design, and construct all projects during and after class. Project materials will be provided to students, as needed, with the expectation that a strong homework culture will be developed in the school to accommodate adequate time for project development and completion. In addition, students will be afforded field studies that are specific to the STEM project learning opportunities through higher education and industry partnerships.

The daily school schedule will be extended with school being held for 30 additional minutes four days a week (8:30 a.m. – 4:15 p.m.) and dismissing two hours early on Wednesdays for teacher collaboration and professional learning. Teacher contracts will be extended an additional 15 days – 10 days prior to the start of the school year and five days at the end of the school year – for planning, collaboration and professional learning.

Accelerated instruction will be provided for students who have fallen behind to quickly receive the help they need to catch up to their classmates. With greater flexibility provided under the charter, Davis will be able to rearrange their daily schedule so that teachers can provide tailored instruction to put students back on track in areas where they encounter challenges.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus chance school will be permitted to manage autonomously, as evidenced by decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. Day-to-day decisions regarding instruction will be made by the principal.

The campus principal will also work closely with the Campus Leadership Team (CLT) to ensure that Davis works diligently towards achieving the goals set forth by the charter, the district, and the state. If ever those goals are in direct opposition to one another, the campus principal and the CLT will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter.

The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both.

The CLT will develop guidelines for the after-school meetings to include frequency, duration, and purpose. Each school year the campus will establish a schedule of meetings and a system for publishing the schedule so that staff has adequate notice of after-school requirements. The guidelines will allow the principal to hold after-school meetings without notice when urgent circumstances arise that demand immediate attention. Additionally, the committee will develop a method and system for evaluation to ensure that meetings are efficient and necessary to the implementation of the charter.

The CLT will determine the purpose, format, frequency for submission, and review process for lesson plans. For example, the campus may choose to establish a committee whose responsibility it is to review lesson plans using a rubric to ensure consistency and quality. Grade level teams may review lesson plans to consider opportunities for crosscurricular connections while content teams may review lesson plans for vertical alignment. It will be the CLT's responsibility to establish guidelines for lesson plans that will ensure successful implementation of the charter.

The intent for requiring lesson plans is to ensure instructional planning includes considerations of differentiation for special populations such as scaffolding and enrichment, single-gender instruction, project-based learning, acceleration, and coding concepts and skills. Lesson plans should not be developed solely for compliance, but to assist staff in planning meaningful and relevant activities that achieve the mission and goals of the charter.

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Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of whe result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The approval of a charter application by the Board of Trustees formalized a performance contract. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation of the charter.

Davis has set a number of rigorous goals, many of which can be directly supported by this grant. Key goals include:

Student Academic Achievement in Reading.

71% of all students who have attended the charter school for one or more full years will meet expectations on the STAAR

To achieve this goal, we will:

- Use TEKS/STAAR vocabulary and higher-order questioning stems in lessons on a daily basis.
- Utilize the balanced literacy approach to reading instruction.
- Use technology to support the teaching and learning of all students, i.e., Istation, Read 180, System 44
- Incorporate single-gender and project-based pedagogy
- Provide accelerated learning opportunities

Student Academic Achievement in Math.

65% of all students who have attended the charter school for one or more full years will meet expectations on the STAAR

To achieve this goal, we will:

- Use data to drive instruction
- Use the 5E/Math framework
- Spiral the math TEKS through weekly classwork/homework.
- Incorporate single-gender and project-based pedagogy
- Provide accelerated learning opportunities

Student performance will be evaluated using annual state assessments, quarterly benchmark assessments, teachermade mini assessments as needed but no less than every three weeks, and project rubrics (at least once per semester). Students whose performance is below standard or insufficient to meet the goals of the charter may participate in accelerated instructional opportunities, intervention courses, or tutoring.

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Amendment # (for amendments only):

Statixory neguirement 9: Describe how parents and other members of the community விற்ற வருக்கு புர்கள் புர்கள் program design and implementation of the charter school.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Davis Middle School will continue to maintain and participate in parent/teacher organizations to foster collaboration, to sponsor special activities, and to raise funds in support of school programs. Community involvement will also include special programs such as grade level ceremonies, field experiences, and guest speakers. Davis Middle School will seek community partnerships with individuals, businesses and higher education institutions in the San Antonio area that directly support the mission and goals of the charter.

Parents and other members of the community will be involved in the planning, program design and implementation of the charter school in the following capacities:

Campus Leadership Team (CLT) membership - as the governing body of the charter, the CLT will include two parents who will officially serve on the CLT and attend CLT meetings. CLT membership also includes a business leader/representative. CLT meetings are open to the entire Davis community.

Campus Improvement Plan (CIP) - Parent and community participants will help develop, review, and sign the Campus Improvement Plan.

SAISD Community Alignment - Davis will align community efforts with SAISD policies, District Leadership, cluster/area community meetings, focus groups, community forums, and town hall meetings.

Davis Middle School will disseminate information through monthly newsletters, the school website, campus marquee, automated telephone or email messages, principal coffees, parent/teacher organization and CLT meetings. Each semester the charter committee (a subcommittee of the CLT) will review the goals, purposes and direction of the charter in order to assess the impact on students. The review team will write an annual report approved by the CLT to inform the district and the Board about the charter program and needs.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory requirement 10. Describe how students in the community will be (1) (2) given an equal opportunity to attend the charter school.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Davis intends to attract a diverse student body and to serve families that are interested in a single-gender instructional program, project-based learning, and STEM. The aim of the school is to reflect the rich diversity of San Antonio's student population, in terms of race, ethnicity, and socioeconomic status. Every effort will be made to reach out to a wide range of potential students who currently attend regular district schools, charter schools, and area private schools. However, those students identified as residing within the current attendance boundaries of Davis will be given enrollment preference as to maintain the integrity of Davis as the neighborhood school. Students residing outside of the attendance boundaries who are interested in participating in the charter may submit a charter application. As outlined in District Administrative procedure, students will be selected for participation in the charter by using a lottery system for selection.

Davis anticipates a direct mailing of school information to families in the area. All families will receive school information regardless of special education status or past academic performance. Davis will also work with regular district elementary schools in the Davis feeder pattern to distribute information about the school. As much as possible, recruitment efforts will include as much face-to-face contact in the targeted communities as possible. Outreach and marketing efforts, a major focus of the late winter 2014/spring 2015 activities of the District and staff of Davis, will include meetings with parents and community residents, visits to District feeder elementary schools, e-mail and postcard marketing campaigns and the re-design of the school's web page.

Several orientation and team building events will be held during the Spring and Summer months leading up to the start of the 2015-2016 school year. Orientation events will be designed to introduce incoming students and parents to the single-gender educational setting and instructional programs, easing the transition from a fully co-educational format. All teachers and staff will contribute and community partners will be invited to participate as well. There will be ample opportunities for attendees to engage in project-based learning and STEM activities such as the mobile makerspace to expose students to 3D printers, robotics, electronics, and maker materials for hands-on exploring.

Summer team building events will be held to help strengthen middle school relationships and spark students' interest in STEM careers and begin to develop their 21st century skill set. Students will work together to solve problems that create trust and ease conflict between students. They will develop communication skills and activities that will help them recognize each other's strengths. Lessons learned during these activities can be applied to real-life situations and are necessary to students' success in any field they choose to pursue.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Stetutory Requirement 11: Provide a description of the campus charter's process to become a charter school,

- the district's general process for approval of campus charter schools and the steps the campus took to become a charter:
- 2. the premise in which the school board approved the campus for which a charter was granted to operate;
- 3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
- 4. If the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Board of Trustees has the authority to grant campus charter schools to designated campuses within the District. Campus charters are granted to provide opportunities for schools to plan and implement innovative educational programs. The general process involves several steps beginning with a published timeline which includes the dates for an informational meeting, public forums and deadlines for submission of the Notice of Intent, completed application and petitions. Informational meetings are conducted by the Director of Charter Schools and serve to communicate the purposes of charters, the application process, and the legal requirements applicable to charter campuses or programs. Prior to final deadline for submission of the application to the Board for consideration, a public forum is held at one of the District's scheduled Board Meetings. At this meeting applicants have the opportunity to present their proposals to the community and Board members and to respond to questions about their proposals. The approval of a charter proposal by the Board formalizes a performance contract.

Under Senate Bill 2 comprehensive charter school reform legislation the Board of Trustees also has the authority to grant a "district charter" (Sec. 12.0522). This section allows the board of trustees to convert a low performing campus to a district charter school without petition signed by the parents of a majority of the students at the campus and a majority of the classroom teachers at the campus. A campus granted a charter under this section is considered an open-enrollment charter school. Davis Middle School was granted a charter under this section.

The purpose of converting Davis Middle School into a "district charter" is to offer an innovative learning environment while improving academic performance for all students. The campus will adopt a STEM focus and implement single-gender instruction, project-based learning, longer school days and accelerated learning. Approval of the charter was based on this premise.

Single-gender instruction will be implemented in english, math, science and social studies, as well as during lunch periods and in some elective courses. The students will take mixed gender classes in the eighth grade and will prepare for this transition in the earlier grades by participating in activities and events where boys and girls comingle. This format differs from the traditional coeducational settings offered at traditional district middle schools.

Project-based learning with an emphasis on logic and coding will be used to make instruction more engaging and relevant. Teachers will be educated in project-based learning and each school will have a project-based learning facilitator to help teachers plan and provide project-based instruction.

The school day and school year will be extended, with school being held for 30 additional minutes four days a week (8:30 a.m. – 4:15 p.m.) and dismissing two hours early on Wednesdays for teacher collaboration and professional learning. Teacher contracts will be extended an additional 15 days – 10 days prior to the start of the school year and five days at the end of the school year – for planning, collaboration and professional learning.

Accelerated instruction will be provided for students who have fallen behind to quickly receive the help they need to catch up to their classmates. With greater flexibility provided under the charter, Davis will be able to rearrange their daily schedule so that teachers can provide tailored instruction to put students back on track in areas where they encounter challenges.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specimed by Subchapter C, on which the campus charter may be placed on probation or revoked.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees may place a charter campus or charter program on probation or revoke a charter if it finds that the charter campus or program:

- a. Violates a provision of applicable state or federal law;
- b. Materially violates a provision of the charter; or
- c. Fails to meet generally accepted accounting standards for fiscal management.

The Superintendent shall investigate an allegation that a charter campus or charter program has violated federal or applicable state law or provisions of the charter, or fails to meet generally accepted accounting standards for fiscal management. The Superintendent shall hold a conference with the principal and governing body of the charter campus or program to discuss the allegation.

If the Superintendent determines that a violation or mismanagement has occurred, the principal shall respond to the allegation. The Superintendent shall present investigative findings with appropriate recommendations to the Board. If necessary, the Superintendent shall ensure that the topic is on the agenda for discussion.

If the Board decides to consider probation or revocation of the charter, it shall schedule a public hearing to be held on the campus where the program is located. After the public hearing, the Board may take action to place the charter campus or charter program on probation or to revoke the charter campus or charter program.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school was a governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and dally operations. (2) Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Leadership Team (CLT) will be the primary governing body, making decisions for campus-based programming. The CLT will be comprised of one member from each grade level, an administrator, a counselor, a nonteaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT. Representatives will be limited to two (2) consecutive terms with terms for positions extended from September to August. Terms of office apply to those selected as well as those elected.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both.

The CLT will be permitted to govern autonomously and will be given greater flexibility with regards to teacher meetings, lesson plans, and attendance for professional development. In addition, any financial assistance that may be realized through the PCS Start-Up Grant will be controlled at the campus level in accordance with District procurement procedure.

The CLT will develop guidelines for the after-school meetings to include frequency, duration, and purpose. Each school year the campus will establish a schedule of meetings and a system for publishing the schedule so that staff has adequate notice of after-school requirements. The guidelines will allow the principal to hold after-school meetings without notice when urgent circumstances arise that demand immediate attention. Additionally, the committee will develop a method and system for evaluation to ensure that meetings are efficient and necessary to the implementation of the charter.

The intent for requiring lesson plans is to ensure instructional planning includes considerations of differentiation for special populations such as scaffolding and enrichment, single-gender instruction, project-based learning, acceleration, and coding concepts and skills. Lesson plans will not be developed solely for compliance, but to assist staff in planning meaningful and relevant activities that achieve the mission and goals of the charter. The CLT will determine the purpose format, frequency for submission, and review process for lesson plans. For example, the campus may choose to establish a committee whose responsibility it is to review lesson plans using a rubric to ensure consistency and quality. Grade level teams may review lesson plans to consider opportunities for cross-curricular connections while content teams may review lesson plans for vertical alignment. It will be the CLT's responsibility to establish guidelines for lesson plans that will ensure successful implementation of the charter.

All decisions by the governing body will be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students. CLT members share a firm belief in providing a rigorous academic program to a diverse group of students. The purpose of the governing body is to provide a vision and general direction for the school. The qualifications for membership include, but are not limited to, agreement with the mission and vision of the school, familiarity with the curriculum and teaching practices of the school, familiarity with open meetings law, professionalism, motivation, integrity, honesty and respect.

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Schedule #16—Respo			

County-district number or vendor ID: 015907 Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in Which an armual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Antonio Independent School District (SAISD) will hire at the District expense a Texas certified or public accountant holding a permit from the State Board of Public Accountability to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. .

All SAISD campuses are covered by the annual audit prepared by SAISD's external auditors. The annual audit includes review of financial statements, notes to the financial statements, and statistical schedules. The auditors will perform an in-depth review of banking statements and reconciliations, receivables, payables, payroll, fixed assets, federal and state compliance (including school improvement), human resources data and various other reviews applicable to public schools. All of the Subchapter C Charter Schools within the SAISD will be reported the same as the traditional schools at SAISD. A sample of the reported items in PEIMS is enrollment, withdrawns, average daily attendance (ADA), and financial data.

The scope of the annual independent audit of the Subchapter C Charter schools will be limited since many of the examinations are already covered by the annual audit. The proposed scope of the audit for each charter school will include the following:

- Sample of payroll expenditures to check proper coding and funding
- Sample of expenditures for supplies to check proper coding and funding
- Sample of fixed asset expenditures to check proper coding and funding
- Sample of human resources data
- Review and verify PEIMS data
- Review of SAISD Legal policy covering charter campus or program

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Schedule #16—Responses to	o Statutory Requirements (cont.)
	Amendment # (for amendments only):
Statutory Requirement 15: Explain the manner in which Describe the timelines for flowing the federal funds to the the benefit of services that appropriate federal funds can provide the Charters established under TEC, Subchapter C,	e Arial font, no smaller than 10 point.
The state of the s	rograms in staff/student ratios and in expenditures of money for ludes teachers, administrators, and auxiliary personnel. In

curriculum materials and instructional supplies. "Staff" includes teachers, administrators, and auxil special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements.

Annually the SAISD will determine eligibility and allocation of federal funds including, but not limited to: IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

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Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
College/University Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New School Under Existing Open- Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	184	182	169	0	0	0	0	535
	b .								7 (6)				Total	Staff	41
					21.80 at 1	(j. 50), (f.) S	hr s	i de de la				To	otal Pa	erents	776
		Joseph F	il de la	ale (S)	15 (177)	i		17) (a) (q) (a)				То	tal Fai	milies	482
				11				, , , 2 ¹	6.5			Tota	Camp	ouses	1
TEA Program Requ	iremen	t 2: Pc	pulati	on to	Be Ser	ved In	Year	2 of Im	pleme	ntatio	n. Ent	er the r	numbe	r of stu	dents
in each grade, by typ	e of sol			· 付给的 [10] (10] (10] (10]				se Promobile - 14	4					and the second second second second	Mark Bright Mr. 1
		1001, р	rojecte	d to be	serve	d unde	r the c	rant pr	ogram	. F. D. A			T	T	
School Type	PK (3-4)	юоі, р К	rojecte 1	2 to be	serve 3	d unde	the g	rant pr 6	ogram 7	8	9	10	11	12	Total
Campus Charter Schools	PK		1	1	serve	d unde	r the c	rant pr	ogram 				1		1
Campus Charter	PK (3-4)	К	1	2	serve 3	d unde	f the c	rant pr 6	ogram 7	8	9	10	11	12	Total
Campus Charter Schools Open-Enrollment	PK (3-4)	К	0	0	3 0	d unde 4 0	5 0	6 161	7 179	8	9	10	11	12 0	Total 531
Campus Charter Schools Open-Enrollment Charter School College/University Charter School New School Under Existing Open- Enrollment Charter	PK (3-4) 0	к 0	0 0	0 0	3 0 0	d unde 4 0	5 0 0	6 161 0	7 179 0	8 191 0	9 0	10 0 0	11 0 0	12 0 0	Total 531
Campus Charter Schools Open-Enrollment Charter School College/University Charter School New School Under Existing Open-	PK (3-4) 0 0 0	0 0 0	0 0	0 0 0	3 0 0	0 0 0	5 0 0 0	6 161 0	0 0	8 191 0 0	9 0 0 0	10 0 0 0	11 0 0 0	12 0 0 0	Total 531 0 0
Campus Charter Schools Open-Enrollment Charter School College/University Charter School New School Under Existing Open- Enrollment Charter School	PK (3-4) 0 0 0 0	0 0 0	0 0 0	0 0 0	3 0 0 0	0 0 0 0	5 0 0 0 0 0	6 161 0 0	0 0 0	8 191 0 0	9 0 0 0	10 0 0 0	11 0 0 0	12 0 0 0	Total 531 0 0 0
Campus Charter Schools Open-Enrollment Charter School College/University Charter School New School Under Existing Open- Enrollment Charter School	PK (3-4) 0 0 0 0	0 0 0	0 0 0	0 0 0	3 0 0 0	0 0 0 0	5 0 0 0 0 0	6 161 0 0	0 0 0	8 191 0 0	9 0 0 0	10 0 0 0 0	11 0 0 0	12 0 0 0 0 0 0	Total 531 0 0 0 531
Campus Charter Schools Open-Enrollment Charter School College/University Charter School New School Under Existing Open- Enrollment Charter School	PK (3-4) 0 0 0 0	0 0 0	0 0 0	0 0 0	3 0 0 0	0 0 0 0	5 0 0 0 0 0	6 161 0 0	0 0 0	8 191 0 0	9 0 0 0	10 0 0 0 0	11 0 0 0 0 Tota	12 0 0 0 0 0 0	Total 531 0 0 531 41
Campus Charter Schools Open-Enrollment Charter School College/University Charter School New School Under Existing Open- Enrollment Charter School	PK (3-4) 0 0 0 0	0 0 0	0 0 0	0 0 0	3 0 0 0	0 0 0 0	5 0 0 0 0 0	6 161 0 0	0 0 0	8 191 0 0	9 0 0 0	10 0 0 0 0	11 0 0 0 0 Tota otal Pa	12 0 0 0 0 0 1 Staff	Total 531 0 0 531 41 770

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110 00	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD	Davis Middle School	015907043
2.	San Antonio ISD	Wheatley Middle School	015907046
3.	San Antonio ISD	Rogers Middle School	015907057
4.	San Antonio ISD	Connell Middle School	015907041
5.			
6.			

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Texas	Education	Agency

	Schedule #18—Equitable Access and Participat			
County	-District Number or Vendor ID: 015907 Amendment r	number (for a	mendments c	only):
No Bar	riers † <u>a to sicoto y</u> a t			
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	\boxtimes		
Barrier	: Gender-Specific Bias			
#	Strategies for Gender-Specific Blas	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate			
A02	Provide staff development on eliminating gender bias			
A03	Ensure strategies and materials used with students do not promote gender bias			
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender			
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender			
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program			
A99	Other (specify)			
Barrle	r: Cultural, Linguistic, or Economic Diversity			
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language			<u> </u>
B02	Provide interpreter/translator at program activities	<u> </u>		
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.			
	Communicate to students, teachers, and other program beneficiaries an			
B04	appreciation of students' and families' linguistic and cultural backgrounds	<u> </u>	L	
B04 B05	appreciation of students' and families' linguistic and cultural backgrounds Develop/maintain community involvement/participation in program activities			
	appreciation of students' and families' linguistic and cultural backgrounds Develop/maintain community involvement/participation in program activities Provide staff development on effective teaching strategies for diverse populations	<u> </u>		
B05	appreciation of students' and families' linguistic and cultural backgrounds Develop/maintain community involvement/participation in program activities Provide staff development on effective teaching strategies for diverse			
B05 B06	appreciation of students' and families' linguistic and cultural backgrounds Develop/maintain community involvement/participation in program activities Provide staff development on effective teaching strategies for diverse populations Ensure staff development is sensitive to cultural and linguistic differences			
B05 B06 B07 B08	appreciation of students' and families' linguistic and cultural backgrounds Develop/maintain community involvement/participation in program activities Provide staff development on effective teaching strategies for diverse populations Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity Seek technical assistance from education service center, technical			
B05 B06 B07	appreciation of students' and families' linguistic and cultural backgrounds Develop/maintain community involvement/participation in program activities Provide staff development on effective teaching strategies for diverse populations Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider			

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Standard Application System (SAS) **Texas Education Agency** Schedule #18—Equitable Access and Participation (cont.) Amendment number (for amendments only): County-District Number or Vendor ID: 015907 Barrier: Cultural, Linquistic, or Economic Diversity (cont.) TEL SUSAN Öthers Strategies for Cultural, Linguistic, or Economic Diversity Students Teachers Offer "flexible" opportunities for parent involvement including home П П learning activities and other activities that don't require parents to come to П B12 the school Provide child care for parents participating in school activities B13 Acknowledge and include family members' diverse skills, talents, and · 🗀 **B14** knowledge in school activities Provide adult education, including GED and/or ESL classes, or family **B15** literacy program Offer computer literacy courses for parents and other program \Box \Box **B16** beneficiaries П П Conduct an outreach program for traditionally "hard to reach" parents **B17** Coordinate with community centers/programs **B18** Seek collaboration/assistance from business, industry, or institutions of **B19** higher education Develop and implement a plan to eliminate existing discrimination and the П effects of past discrimination on the basis of race, national origin, and B20 color Ensure compliance with the requirements in Title VI of the Civil Rights Act П of 1964, which prohibits discrimination on the basis of race, national **B21** origin, and color Ensure students, teachers, and other program beneficiaries are informed П П of their rights and responsibilities with regard to participation in the **B22** Provide mediation training on a regular basis to assist in resolving \Box \Box B23 disputes and complaints Other (specify) **B99** na akang kabang alaman banyar Barrier: Gang-Related Activities **Teachers** Others Students Strategles for Gang-Related Activities Provide early intervention C01 П Provide counseling C02 Conduct home visits by staff C03 Provide flexibility in scheduling activities C04 Recruit volunteers to assist in promoting gang-free communities П C05 П Provide mentor program C06 Provide before/after school recreational, instructional, cultural, or artistic П C07 programs/activities

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Standard Application System (SAS) **Texas Education Agency** Schedule #18—Equitable Access and Participation (cont.) Amendment number (for amendments only): County-District Number or Vendor ID: 015907 Barrier: Gang-Belated Activities (cont.) Teachers Students Others Strategies for Gang-Related Activities C08 Provide community service programs/activities Conduct parent/teacher conferences C09 \Box Strengthen school/parent compacts C10 Establish partnerships with law enforcement agencies C11 П П Provide conflict resolution/peer mediation strategies/programs C12 Seek collaboration/assistance from business, industry, or institutions of П C13 higher education Provide training/information to teachers, school staff, and parents to deal П П C14 with gang-related issues Other (specify) П C99 Barrier: Drug-Related Activities **Others Teachers** Strategies for Drug-Related Activities Students Provide early identification/intervention D01 П Provide counseling D₀2 Conduct home visits by staff D03 Recruit volunteers to assist in promoting drug-free schools and П П \Box D04 communities П П Provide mentor program D05 Provide before/after school recreational, instructional, cultural, or artistic П D06 programs/activities Provide community service programs/activities D07 П П П Provide comprehensive health education programs DOS П Conduct parent/teacher conferences D09 П Establish school/parent compacts D10 П П П Develop/maintain community partnerships D11 Provide conflict resolution/peer mediation strategies/programs D12 Seek collaboration/assistance from business, industry, or institutions of \Box D13 higher education Provide training/information to teachers, school staff, and parents to deal П D14 with drug-related issues П Other (specify) D99 Barrier: Visual Impairments Others Students Teachers Strategies for Visual Impairments # П Provide early identification and intervention П E01 Provide program materials/information in Braille E02

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Standard Application System (SAS) Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) Amendment number (for amendments only): County-District Number or Vendor ID: 015907 Barrier: Visual Impairments Students Teachers Òthers Strategies for Visual Impairments Provide program materials/information in large type E03 П Provide program materials/information on tape E04 Provide staff development on effective teaching strategies for visual \Box \Box \Box E05 impairment ----E06 Provide training for parents Format materials/information published on the internet for ADA П E07 accessibility П П \Box E99 Other (specify) Barrier: Hearing Impairments Strategies for Hearing Impairments # П П Provide early identification and intervention F01 П П F02 Provide interpreters at program activities \Box П Provide captioned video material F03 \Box П Provide program materials and information in visual format F04 П Use communication technology, such as TDD/relay F05 Provide staff development on effective teaching strategies for hearing П F06 impairment П Provide training for parents F07 Other (specify) F99 Barrier: Learning Disabilities Teachers **Others Students** Strategies for Learning Disabilities # Provide early identification and intervention G01 П Expand tutorial/mentor programs G02 Provide staff development in identification practices and effective G03 teaching strategies Provide training for parents in early identification and intervention П G04 П Other (specify) G99 Barrier: Other Physical Disabilities or Constraints Others Strategies for Other Physical Disabilities or Constraints Teachers **Students** # Develop and implement a plan to achieve full participation by students \Box H01 with other physical disabilities or constraints Provide staff development on effective teaching strategies H₀2 Provide training for parents H03 Other (specify) H99

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Publish newsletter/brochures to inform program beneficiaries of activities

program activities and benefits

and benefits

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